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ABSTRACT

This book explains the history of the conceptual framework and discusses its elements, posing critical questions that guide teacher educators in developing and/or reassessing conceptual frameworks. The conceptual framework serves as a means for understanding the purposes, learning expectations, and quality assessments of teacher education programs. It facilitates the fashioning of a coherent perspective into a unit by relating its parts into a coherent whole. It establishes the purpose of a unit's efforts in preparing teacher education and school personnel candidates. Chapter 1, "Conceptual Framework: Definitional Considerations," defines a conceptual framework as an underlying structure or system in a professional education unit that gives conceptual meanings to the unit's operations and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. Chapter 2, "The Call for a Conceptual Framework in National Accreditation," discusses themes, metaphors, and models. Chapter 3, "Building a Conceptual Framework," looks at preconditions elements, requisite unit activities, continuous improvement, and tangible National Council for Accreditation of Teacher Education Board of Examiners evidence. Chapter 4, "Putting it All in Place: A Working Framework," discusses the unit vision/theme, knowledge base (initial programs), and long-term goals alignment. (Contains 59 bibliographic references.) (SM)

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